DOCUMENT RESUME

ED 321 137 CE 055 365

TITLE	Infusion of Career Education into Elementary and Secondary School. Missouri LINC Module.
INSTITUTION	Missouri Univ., Columbia. Coll. of Education.
PUB DATE	87
NOTE	12p.; For related documents, see CE 055 354-365, CE 055 369-374, and CE 055 382-387.
AVAILABLE FROM	Missouri LINC, University of Missouri, 401 East Stewart Road, Columbia, MO 65211 (free).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Career Choice; *Career Education; Curriculum Development; Decision Making Skills; Disabilities; Educational Resources; Elementary Secondary Education; *Fused Curriculum; *Learning Activities; Parent Participation
IDENTIFIERS	*Missouri

ABSTRACT

This module reviews the concepts of career education and suggests ways that teachers can infuse these concepts into content areas from kindergarten through high school. The guide includes a list of definitions and uses a question-and-answer format to discuss the most frequently asked questions, such as: when career education should be started, how teachers can accomplish infusion, elementary activities, parent involvement, junior high and high school activities, career shadowing, decision-making skills, Missouri key skills, transition programs, community involvement in career infusion, and career choice for students with disabilities. Seven references are included. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED321137

TITLE: INFUSION OF CAREER EDUCATION INTO ELEMENTARY AND SECONDARY SCHOOL

University of Missouri-Columbia
401 East Stewart Road
Columbia, MO 65211
(800) 392-0533 in Missouri only
(314) 882-2733

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A Boyes-Stephens

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ABSTRACT: This module reviews the concepts central to career education and suggests ways teachers can infuse these concepts into content areas from kindergarten through high school.

CE 055 365

INFUSION OF CAREER EDUCATION INTO
ELEMENTARY AND SECONDARY SCHOOL

Overview

"In our society, there is no single situation that is potentially so capable of giving some satisfaction at all levels of basic needs as the occupation" (Roe, 1984).

Career education is gaining increasing attention as a responsibility of American education, and the sentiment that it should be started early in the education process is gaining support. With increasing problems of unemployment, especially among special needs students, more and more educators and parents are concerned that students gain awarenesses and skills in school to enable them to find fulfilling employment upon graduation.

Many feel that career education should be started at the elementary level, and continued throughout the secondary level. Even in kindergarten, career awareness activities can be infused into the curriculum. Without implying that very young children should make formal or final career decisions, they can still be exposed to the world of work at an early age, learn what is involved in an occupation and what occupations are available in the world, and thus learn more about life.

Definitions/Terminology

Term	Definition
General Education	Education that is concerned with the needs that are common to all members of society and that enable individuals to live with others, in order that they may be active in the social and democratic phases of life. Such education focuses upon knowledge, skills, and attitudes that are held useful for successful living, without reference or application to any particular vocation. General education fits people for life in general and acquaints them with the means of sustaining life.
Career Education	Career education is the totality of experiences through which an individual learns to live a meaningful work life. It provides the opportunity to learn, in the least restrictive environment possible, the academic, daily living, personal-social skills necessary for attaining the highest levels of economic, personal and social fulfillment. This can be obtained through work (both paid and unpaid) and in a variety of other societal roles and personal life styles...student, citizen, volunteer, family member and participant in meaningful leisure-time activities. In this context, career is a developmental concept which

spans from preschool to retirement, and education involves more than participation in formal training, and work is not restricted to paid employment.

Vocational Education

Vocational education means "organized educational programs which are directly related to the preparation of individuals in paid or unpaid employment in such fields as agriculture, business occupations, home economics, health occupations, marketing and distributive occupations, technical and emerging occupations, modern industrial arts and agricultural, and trades and industrial occupations, or for additional preparation for a career in such fields, and in other occupations requiring other than a baccalaureate degree or advanced degree and vocational student organization activities as an integral part of the program."

Infusion

If career education were simply an "add on," one would only have to provide new educational materials to supplement or replace existing materials. Instead, one must integrate career education concepts into the total educational structure. This is the infusion process. By definition, then, infusion is a strategy whereby the concepts of career education are integrated with subject-matter activities and guidance activities. Infusion is the key to career education, the means by which career education transforms traditional education.

Work

Conscious effort aimed at producing benefits for oneself and/or for oneself and others. It is unimportant whether such effort is paid or unpaid in nature.

Prevocational Education

The vocational/career awareness and exploration activities that precede formal vocational preparation. Prevocational education includes vocational evaluation, although evaluation does not stop when vocational preparation begins.

Phases of Career Education

These are three theoretical stages of learning about potential careers, during which a student becomes familiar with this area of life through first, exposure to it; then, further exploration of it; and finally, preparation for it.

Exposure Phase

This is an awareness stage, where children develop, at the kindergarten and elementary levels, foundations for wholesome attitudes towards work and society, learn respect for

workers in all fields, and become aware of the many occupational careers available.

Exploration Phase — This is an approximately junior high level stage during which students explore further career options, assess their own interests and abilities, and may want to arrive at tentative career choices.

Preparation Phase — This stage would be at the high school level and would focus on more specific occupational choices. As a part of the high school curriculum, positive job attitudes would be developed and employer/employee relationships explored. This phase would also involve the actual acquisition of entry level occupational skills.

Frequently Asked Questions

Q. HOW EARLY SHOULD CAREER EDUCATION BE STARTED?

A. Children can benefit, during the earliest stages of education, from a wide range of information about as many jobs as possible. This "exposure" phase sets the foundation for the later "exploration" and "preparation" phases.

Q. WHY DO YOU NEED TO CONSIDER CAREER GOALS SO EARLY?

A. When career education is discussed, the point is not that children should make formal decisions about careers at an early age. What career education means at the elementary level is to infuse awareness activities into the curriculum. Most children are not very familiar with duties of jobs; and, in fact, may not know what jobs their parents perform. At the elementary level, the objective is to begin to expose children to the world of work and help them learn more about themselves and life.

Q. ISN'T AN EDUCATION IN THE "BASICS" MORE IMPORTANT?

A. The basics--reading, math, social studies, etc.--should not be neglected, but career education can be infused into the classroom so that students have an understanding of this important aspect of life along with the other "basic" life skills they are learning.

Q. HOW COULD A TEACHER ACCOMPLISH THIS INFUSION OF CAREER EDUCATION?

A. The concepts of career education can be integrated into the actual activities in the classroom. At the elementary level, the goal is simply exposure to various occupations; then, at the secondary level, more exploration; and, later, preparation for various occupations can be made part of the curriculum.

Q. WHAT KINDS OF ACTIVITIES WOULD YOU DO AT THE ELEMENTARY LEVEL?

A. Reading and writing stories of people in various jobs and discussing what they do, taking field trips into the community, inviting parents and other guest speakers to tell about their jobs, skits, role-playing activities, having children talk about what they like to do (hobbies, etc.), are some of the kinds of activities that can be utilized. Using examples of "everyday life" in subject/content areas can be very effective. For example, when teaching money skills, use real coins, menus/prices from McDonalds, etc.

Q. HOW CAN PARENTS HELP WITH THIS?

A.
- o Point out examples of workers providing services and creating products in your community. Make an effort to show both men and women in a variety of occupations. You might accomplish this by taking children on field trips to places like stores, hospitals and local businesses.

- o Encourage children to approach jobs at home in a positive manner and to complete them in a certain amount of time. Give praise for jobs well done. Point out the relationship between home chores and careers that require the same skills.

- o Listen for whether your children consider certain kinds of work "masculine" or "feminine" and help them see beyond the stereotypes. Try not to assign jobs at home by sex. Avoid labels such as "sissy" or "tomboy" in talking about the way children behave. Look closely at your own expectations for sons and daughters. Do they truly foster equal aspirations and choices?

- o Introduce children early to a wide range of sports and hobbies. Encourage girls as well as boys to participate in team sports if they are interested. Broadening children's interests provides more opportunities for them to succeed.

- o Encourage children to ask the question, "What will I be when I grow up?" Allow them to consider all possible job choices, even if some seem questionable to you. Give them toys that promote role playing of many different jobs. Try to make decisions "with" your children, rather than "for" them.

- o Help children select leisure reading material that shows different sexes, races, and ethnic backgrounds in a variety of work and social settings.

- o Participate in the school's career education effort as a guest speaker, activity leader, or field trip sponsor.

- o Express interest in children's school work . . . to them it is real work. Help children understand the importance of school

by showing how subjects like reading, writing and arithmetic are used in most occupations and daily living.

SOURCE: Toledo Public Schools Career Development Program, 1986.

Q. WHAT KINDS OF ACTIVITIES WOULD YOU DO AT THE JUNIOR HIGH LEVEL?

A. Students at this level are becoming oriented to more specific occupations, and many of the elementary level activities can be expanded or made more specific at this level. For example, students interested in journalism might actually publish a newspaper; those leaning toward business or retail sales might run a small store; those interested in the fine arts might write and direct their own musical or play.

Q. HOW CAN PARENTS HELP AT THE JUNIOR HIGH LEVEL?

A. o Discuss your career and volunteer activities with your children and their friends. Share information about how your work satisfies your personal, economic and social needs. Discuss your responsibilities and the kinds of decisions you make at work, how you work with others, what skills and knowledge you use to get the job done, the jobs you've held before and why you left them, and your job goals for the future. If possible, take children to work with you to observe all you've described first-hand.

o Discuss children's skills, abilities, interests, values, and goals with them as they select academic courses and extra-curricular activities. Encourage a positive attitude toward education. Help them realize they can enroll in high school vocational programs and still go on to college if they wish.

o Encourage children to participate in service-oriented activities in their community. Many learning experiences are sponsored by clubs, religious organizations, health care agencies and volunteer agencies.

o "Hands-on" activities are especially important for junior high students. Try to arrange for them to observe, talk with, work alongside and receive instruction from adults working in their areas of interest. Help them meet a wide range of workers--especially those in jobs considered "non-traditional."

o Build financial understanding in children by explaining everyday tax, market, and banking concepts, and by involving them in economic choices and guided money management.

o Encourage children to work part-time outside the home. Not only will they actively be exploring career possibilities, but they can discover the sense of pride and accomplishment that comes from work.

SOURCE: Toledo Public Schools Career Development Program, 1986.

Q. WHAT KINDS OF ACTIVITIES COULD BE DONE AT THE HIGH SCHOOL LEVEL?

A. Assessment, aptitude and interest data could be collected from students and their areas of interests discussed in class. Discussion groups might be a good way for students to exchange information among their peers. Again, guest speakers from occupations of interest to them, as well as field trips to different work environments might be planned. Students should be encouraged to realize they can take vocational courses whether or not they plan to go to college. Also, career shadowing or a part-time job in a possible career area will give them firsthand observations of that occupation to see if it is something they would want to do. Not only does this help with career exploration, but it gives a sense of accomplishment and pride, as well as a feeling of independence.

Q. HOW CAN PARENTS HELP AT THE SECONDARY LEVEL?

A.
- o Young people may need help seeing the links between present choices and future outcomes. You can assist them in developing guidelines for choosing among school courses, higher education options, and employment opportunities.

- o Encourage them to consult teachers and counselors for additional help in identifying interests and abilities, and to seek guidance in applying this knowledge about themselves to the world of work.

- o If possible, arrange for young people to visit vocational schools, technical schools, colleges and universities. All kinds of post-secondary educational opportunities should be explored, including apprenticeships, community colleges and the volunteer armed forces.

- o Besides helping arrange career "shadowing" and other exploration experiences for young people, offer to sponsor such activities at your own workplace.

- o Encourage young adults to obtain and maintain job commitments, paid or unpaid, for at least a few months before leaving high school. Options might include summer or after-school jobs, school-sponsored internships, work experience programs and regularly scheduled volunteer service.

- o Promote the understanding in young people that they will need not only job skills but also adaptable skills for occupational success.

- o Give young adults certain economic obligations, such as saving for education, special trips, or items. Perhaps they should be required to use their earnings to fill the gas tank or purchase sports equipment. Help them develop financial plans and timelines.

o Help young people see themselves as worth individuals, capable of making increasingly independent decisions.

SOURCE: Toledo Public Schools Career Development Program, 1986.

Q. WHAT IS CAREER SHADOWING AND HOW CAN IT HELP A STUDENT DECIDE WHAT OCCUPATION TO CHOOSE?

A. Career shadowing is a visitation to a particular job site to follow a particular person through a typical day's work at that place. This is an opportunity for students to get firsthand knowledge of what that job is like and see if it is something he/she wants to become further involved in. This would be done at the secondary level, as part of the career preparation phase of career education.

Through career shadowing students can learn specifics about the occupation they are considering, such as requirements, responsibilities, and salary.

Q. WHAT OTHER SKILLS ARE INCORPORATED IN CAREER EDUCATION?

A. Prevocational skills such as employability skills and entry level skills are important, as well as decision-making skills and the Missouri key skills.

Employability skills include skills in daily living, personal-social areas and exploratory activities related to job interests and aptitudes. These skills could enable a student to take advantage of the work study cooperative program in high school.

Entry level skills are skills identified by vocational instructors and special educators as important to master for success in specific vocational programs.

Q. HOW ARE DECISION-MAKING SKILLS IMPORTANT IN CAREER EDUCATION INFUSION?

A. The ability to make intelligent and practical choices in life is an important one, especially when it comes to career, which involves the majority of one's lifetime. These can and should be developed early in a student's school experience.

Q. HOW CAN DECISION-MAKING SKILLS BE USED TO PROMOTE CAREER CHOICES AND UNDERSTANDING?

A. An example of a decision-making model will serve to illustrate:

Steps	Examples
1. Define the problem.	"What should I do the year after I graduate from high school?"

2. Establish an action plan.	"I'll spend 10 hours between now and December 15 investigating possibilities."
3. Clarify values.	"What's important to me is to train for a job that will bring me into daily contact with many different people.
4. Identify alternatives.	"I'll list possibilities: 1) attend the community college, 2) work a year first, 3) . . . "
5. Discover probable outcomes.	"I'm going to talk with a number of people who are now doing the kind of work I like and see how they got started."
6. Eliminate alternatives systematically.	"I've dropped State College from consideration. Now I'll look more closely at the remaining two alternatives."
7. Start action.	"By January 15 I'll apply to three colleges that have work experience programs."

SOURCE: Career Skills Assessment Program of the College Board, Educational Testing Service, 1977.

Q. WHAT ARE THE MISSOURI KEY SKILLS AND HOW ARE THEY IMPORTANT IN THE CAREER EDUCATION INFUSION PROCESS?

A. Key skills comprise a core of skills and knowledge deemed essential to further learning in a given area. They are basic skills a student should be competent in before going on to the next level of learning in a given subject area. Many of these are essential for finding and keeping a job, so are important in career education.

Q. WHAT ARE SOME EXAMPLES OF KEY SKILLS USEFUL FOR EMPLOYMENT?

A. WRITING: The learner will give or follow oral directions of three or more steps clearly and sequentially.

READING: The learner will draw conclusions and make generalizations supported by facts.

GOVERNMENT (CIVICS): The learner will: (1) exhibit cooperation, compromise and responsible behavior in decision-making discussions; (2) participate constructively in decision-making discussions; (3) identify groups or individuals with power to bring about change in the school and community; and (4) participate constructively in bringing about some desired change in the

classroom. Also, the learner will identify ways to promote effective group decision making, and act in accordance with those ways: practice courteous behavior, follow rules and established discussion procedures, listen to others, contribute ideas, suggest alternatives, withhold judgment until important facts are know, and accept decisions of the group once a final decision has been made.

LISTENING/SPEAKING: The learner will: (1) use verbal and nonverbal communication techniques to convey and clarify messages: pauses, gestures, facial expressions, tone of voice, rate of speech, and eye contact; (2) indicate response to feedback from listeners by giving additional clarification, speaking more loudly or softly or slowing rate of speech; and (3) participate effectively in large and small group discussion and decision making: take turns speaking, ask relevant questions and support statements of opinion.

MATHEMATICS: The learner will: (1) determine the value of a set of coins in amounts through $1.00; and (2) solve word problems involving addition and subtraction of money. The learner will also make change in amounts through $5.00, solve problems involving money situations, and solve problems involving elapsed time in units of hours.

SCIENCE: The learner will tell and record time including seconds using a standard clock.

ECONOMICS: The learner will understand relationships among supply, demand, price and quantity of goods and services. The learner will predict whether high or low prices are likely in real-life situations (e.g., Mary has lots of lemonade to sell on a cold day).

SOURCE: Core Competencies and Key Skills for Missouri Schools, Missouri Department of Elementary and Secondary Education, 1986.

Q. WHAT ARE TRANSITION PROGRAMS AND HOW CAN THEY HELP IN CAREER EDUCATION?

A. A transition program involves transition from school to work. Some of its goals would be: to make this transition smoother and more comfortable for the student involved; to instill work values in the student; and to help remove the stigma sometimes associated with going to work after high school instead of further education such as college.

Q. HOW CAN THE COMMUNITY BECOME MORE INVOLVED IN THE CAREER EDUCATION INFUSION PROCESS?

A. One way is by holding career awareness workshops, which could be co-sponsored by the local school board and the Chamber of

Commerce. Speakers could talk on various topics and occupations of interest to the students.

Q. WHAT PROBLEMS MIGHT DISABLED STUDENTS HAVE WITH CAREER CHOICES?

A. Disabled students may have limited or unrealistic career expectations, largely because their parents, teachers, and advisors were unaware of the range of careers from which they might choose. Students with disabilities may have limited career expectations since they are not often exposed to role models of successfully employed disabled individuals. Many are reared in an environment shaped by the "medical model," a lifestyle which encourages undue deference to authority, extended sense of dependency, and discouragement of healthy risk-taking.

SOURCE: Higher Education and the Handicapped Resource Center, The National Clearinghouse on Postsecondary Education for Handicapped Individuals, 1986.

Q. WHAT CAN BE DONE TO REMEDY THIS?

A. Speakers from various occupations, especially successfully employed handicapped people, could come and speak as role models for the students, as well as field trips to places of employment and role plays of potential job situations.

REFERENCES

Boyer-Stephens, A. (1986). Sample goals and objectives: Career education, prevocational, vocational and transition (Missouri LINC Abstract). Columbia, MO: University of Missouri-Columbia.

Brolin, D. (1986). Life centered career education: A competency based approach.

Career development program (brochure), (1986). Toledo Public Schools.

Career Planning and Placement Strategies for Postsecondary Students with Disabilities. Higher Education and the Handicapped Resource Center, The National Clearinghouse on Postsecondary Education for Handicapped Individuals, One Dupont Circle, NW, Suite 800, Washington, DC 20036-1193.

Core competencies and key skills for Missouri schools, (1986). Missouri Department of Elementary and Secondary Education.

Isaacson, L. (1985). Basics of career counseling. Newton, MA: Allyn and Bacon.

Miller, L. S. & Glascoe, L. G. (1986). Life centered career education, activity books one and two. The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589.

Vocational training news, (October 9, 1986). Capitol Publications, Inc.